



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:**

**DBN: 28/ Q/ 190**

**PRINCIPAL: MARILYN GRANT**

**EMAIL: MGRANT@SCHOOLS.NYC.GOV**

**SUPERINTENDENT: BEVERLY FOLKES-BRYANT**

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
<b>Marilyn Grant</b>	Principal	
<b>Anne Turcotte</b>	UFT Chapter Leader	
<b>Amy Woo</b>	PA/PTA President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
<b>Sue Chin Louie</b>	Parent	
<b>Jeanne Kwok</b>	Parent	
<b>Roni Rabin</b>	Parent	
<b>Diane Liebowitz</b>	Parent	
<b>Joseph Austin</b>	Teacher	
<b>Chris Porciello</b>	Teacher	
<b>Laura Glass</b>	Teacher	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- *To expand and deepen the instruction of the common core learning standards to include science and social studies.*
- *100% of content areas, including science and social studies, will incorporate the Common Core Learning Standards.*

### **Comprehensive needs assessment**

- *Based on the 2012-2013 Citywide Initiatives, there is a focus to include science and social studies in the Common Core Learning Standard.*
- *Social Studies and Science will expand written skills, academic and content vocabulary. These skills will ground students in Reading, Writing, and discussion based on evidence from text.*

### **Instructional strategies/activities**

*From September 2012 – June 2013:*

- *Network Specialists will continue to support the CCLS work with our Science and Social Studies teachers by providing professional development sessions, attend outside offerings, Assistant Principal will provide Department and lunch-n-learn meetings*

*Teachers will:*

- *Meet in their assigned groups and engage in the inquiry process by using Benchmark assessments, Period assessments, teacher data and student work*
- *Make adjustments to curriculum as needed and allow for multiple entry points*
- *Infuse opportunities to read and respond to a combination of literacy and informational text*
- *Participate in per-session activities to continue developing their scope and sequence of content materials*

### **Strategies to increase parental involvement**

***For the 2012-2013 school year, JHS 190 will participate in the New York City Parent Academy Community Workshops. This citywide program supports student achievement by creating and enhancing partnerships within the school community. The workshop topics will include:***

- *How to get the most out of Parent Teacher conferences*
- *Identifying resources to support your child's learning and developmental needs*
- *Understanding the Common Core Learning Standards, standardized tests and interventions*
- *Learning how to help your child be ready for college and careers*
- *Understanding Special Education and how to support your child's ability to learn*

***Parent Coordinator will expand her outreach by conducting a series of workshops on adolescent issues and updating parent email contact information.***

### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     **STH** Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III     Grants    \_\_\_\_\_ Other

If other is selected describe here:

### **Service and program coordination**

*To carry out our instructional strategies/activities to achieve our goal through AP+1 workshops, Lunch and Learns, Lead-teacher support, conferences; ie., (Laura Robb, Informational Text).*

## ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

- *To expand and deepen instruction to address and support the individual learning needs of all students. We will have a 4% increase on proficiency in ELA and Math.*

### **Comprehensive needs assessment**

- *Based on the progress report of 2011-2012, lesson plans will incorporate strategies to allow for Multiple Entry Points (MEP) to support all students and close the achievement gap.*

### **Instructional strategies/activities**

*From September 2012 – June 2013:*

- *Teachers will create point systems and positive rewards for student success*
- *Paraprofessionals will have more of an active role in supporting instruction and providing reinforcement of prior lessons*
- *Teachers will use the principles of Universal Design for Learning to infuse and increase rigor and differentiation*
- *Teachers will incorporate content vocabulary and higher order questioning to enhance instructional engagement*
- *Provide students with more responsibility in the learning process*
- *Incorporate opportunities for more “hands on” practice and connections to real life experiences*
- *Greater discussion with teachers to implement the UDL principles*
- *Continue to scaffold information and provide opportunities for extensions*

### **Strategies to increase parental involvement**

***For the 2012-2013 school year, JHS 190 will participate in the New York City Parent Academy Community Workshops. This citywide program supports student achievement by creating and enhancing partnerships within the school community. The workshop topics will include:***

- *Identifying resources to support your child’s learning and developmental needs*
- *Understanding the Common Core Learning Standards, standardized tests and interventions*
- *Understanding Special Education and how to support your child’s ability to learn*

***Parent Coordinator will expand her outreach by conducting a series of workshops on adolescent issues and updating parent email contact information.***

### **Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     **STH** Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III     Grants    \_\_\_\_\_ Other

If other is selected describe here:

### **Service and program coordination**

*We will utilize our school staff and fiscal resources to carry out our instructional strategies/activities to achieve our goal through Teachboost, Network Specialists, Lunch and Learns and Lead-teachers visitations.*

### **ANNUAL GOAL #3 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- *Students with disabilities placed in self-contained classes will increase performance by 2% on normed, predictive, and state assessments in math and ELA by June, 2013.*

#### **Comprehensive needs assessment**

- *Following the review of the data of the 2011-2012 NYS exams, it was noted that the students with disabilities scored significantly below students without IEPs.*

#### **Instructional strategies/activities**

*From September 2012 – June 2013:*

- *Students will have rich and rigorous conversation surrounding explicit text*
- *Content teachers will emphasize literary experiences in their planning and instruction. Administration will review plans on a weekly basis.*
- *Students will have exposure to a variety of library materials, especially non-fiction through library class visits*
- *Students will be exposed to leveled texts based on their needs*
- *The National Geographic Reading Program for struggling readers will continue to be implemented for a second year*
- *Teachers will assess student performance bi-monthly to determine mastery of skills, as well as look at the Acuity Predictive and benchmark exams.*

#### **Strategies to increase parental involvement**

***For the 2012-2013 school year, JHS 190 will participate in the New York City Parent Academy Community Workshops. This citywide program supports student achievement by creating and enhancing partnerships within the school community. The workshop topics will include:***

- *Identifying resources to support your child's learning and developmental needs*
- *Understanding the Common Core Learning Standards, standardized tests and interventions*
- *Understanding Special Education and how to support your child's ability to learn*

***Parent Coordinator will expand her outreach by conducting a series of workshops on adolescent issues and updating parent email contact information.***

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     **STH** Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III     Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

*We will utilize our school staff and fiscal resources to carry out our instructional strategies/activities to achieve our goal by incorporating reading materials – ie., Jerry Spinelli; Vocabulary books (Sadlier), and dictionaries, National Geographic Reading Program, Math and ELA acuties, and teacher made tests.*

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- *To increase parental involvement and communication.* Increase the number of parents completing the school survey online to 10%. Increase the total number of parents completing the survey to 65%.

### **Comprehensive needs assessment**

- *Based on the 2011-2012 school survey, there is a need to continue improving the communication between home and school by June 30, 2013.*

### **Instructional strategies/activities**

*From September 2012 – June 2013:*

- Teachers will provide avenues so that parents will have information regarding student test grades as well as what is expected from the curriculum
- Administration will coordinate workshops to be provided by Network Specialists and Parent Coordinator to inform parents about citywide initiatives
- Institute a central computerized system which will allow information to be disseminated to the entire school community
- Provide laptops during Parent Teacher Conferences and other evening events if surveys are available so that parents can complete them on-site
- Explore a new email system that reaches all families
- Parent Coordinator will expand her outreach by obtaining more email contact information
- Parents will be surveyed as to the method of communication they prefer, and what information they would like to receive

### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

***For the 2012-2013 school year, JHS 190 will participate in the New York City Parent Academy Community Workshops. This citywide program supports student achievement by creating and enhancing partnerships within the school community. The workshop topics will include:***

- *How to get the most out of Parent Teacher conferences*
- *Identifying resources to support your child's learning and developmental needs*
- *Understanding the Common Core Learning Standards, standardized tests and interventions*
- *Learning how to help your child be ready for college and careers*
- *Understanding Special Education and how to support your child's ability to learn*
- *Technology training – social media and cyber-bullying awareness*

***Parent Coordinator will expand her outreach by conducting a series of workshops on adolescent issues and updating parent email contact information.***

### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III     Grants    \_\_\_\_\_ Other

If other is selected describe here:

### **Service and program coordination**

*We will utilize our school staff and fiscal resources to carry out our instructional strategies/activities to achieve our goal by conducting workshops with the Parent Teacher Association; Parent Coordinator, and Administration will provide workshops and seminars, and host Career Day Fair.*

**ANNUAL GOAL #5 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #5**

- *To maximize teacher opportunities so that they can learn and grow in their practice. By June 2013, 100% of teachers will be immersed in Common Core Standards.*

**Comprehensive needs assessment**

- *On the basis of the Citywide Initiative, the Common Core Learning Standards must be fully implemented by school-year 2013-2014.*

**Instructional strategies/activities**

*From September 2012 – June 2013*

*As a team, department and grade teachers will be expected to:*

- *Collaborate & design coherent instruction across content areas*
- *Establish a culture for learning*
- *Manage student behavior*
- *Use questioning and discussion techniques*
- *Engage students in learning*
- *Use assessments in instruction*
- *Utilize common planning periods, faculty meetings, and additional prep periods to enhance curriculum mapping*

*Lead Teachers:*

- *Will provide opportunities to share best practices in their classrooms during teacher visitations, and handbook which will contain supplementary templates*

**Strategies to increase parental involvement**

***For the 2012-2013 school year, JHS 190 will participate in the New York City Parent Academy Community Workshops. This citywide program supports student achievement by creating and enhancing partnerships within the school community. The workshop topics will include:***

- *How to get the most out of Parent Teacher conferences*
- *Identifying resources to support your child's learning and developmental needs*
- *Understanding the Common Core Learning Standards, standardized tests and interventions*
- *Learning how to help your child be ready for college and careers*
- *Understanding Special Education and how to support your child's ability to learn*
- *Technology training – social media and cyber-bullying awareness*

***Parent Coordinator will expand her outreach by conducting a series of workshops on adolescent issues and updating parent email contact information.***

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III     Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

*Through careful planning and implementation of instructional programs, and with guidance and support from Network Specialists, we will utilize school staff, lead teacher visitations, SMARTBOARDS, laptops and carts to carry out our instructional strategies/activities to achieve our goal.*

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> <li>• National Geographic Program;</li> <li>• Comprehension skills</li> <li>• Vocabulary skills</li> <li>• Writing skills</li> </ul>	Small group	37.5 minutes After-school sessions
Mathematics	<ul style="list-style-type: none"> <li>• Probabilities</li> <li>• Word problems</li> <li>• Ratio/proportions</li> <li>• Expression/ equations</li> </ul>	Small group	37.5 minutes After-school sessions
Science	<ul style="list-style-type: none"> <li>• Inquiry and projects aligned to common core</li> </ul>	Small group	37.5 minutes
Social Studies	<ul style="list-style-type: none"> <li>• DBQ's</li> <li>• Reading/ vocabulary</li> </ul>	Small group within the class	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• Career goal setting,</li> <li>• Interest Inventory</li> <li>• Life skills training</li> </ul>	One on one: group	As needed and in Guidance Counselor schedules Fridays with Social Worker, Monday, Tuesday, Thursday with School Psychologist

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

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## **PARENT INVOLVEMENT POLICY (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes

providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

#### ***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between

the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

## **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2012-13**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>DANIEL PURIS</b>	District <b>28</b>	Borough <b>Queens</b>	School Number <b>190</b>
School Name <b>RUSSELL SAGE JHS 190</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>MARILYN GRANT</b>	Assistant Principal <b>JOSEPHINE AULICINO</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>JEAN KIM &amp; CAROL TONG</b>	Guidance Counselor <b>LAURA ISAIA-LUFF</b>
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator <b>JUDY HURWITZ</b>
Related Service Provider <b>ANDREA ROTHBORT/SPEECH</b>	Other
Network Leader	Other

### C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>1</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school		Total Number of ELLs	<b>90</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

All guardians of students new to the New York City Department of Education are asked to complete the Home Language Identification Survey (HLIS) upon registration. The school secretary guides the guardians through the initial step of completing the HLIS by providing the form in their native language. Mrs. Marilyn Grant, Principal, conducts the initial oral interview and screening, administers the HLIS and the formal initial assessment. If Mrs. Grant is unavailable, Mrs. Josephine Aulicino, AP, IA is called in to conduct the identification process. If necessary, one of the ELL pedagogues, Ms. Jean Kim and Ms. Carol Tong conducts a more in depth screening and facilitates the oral interview in the students' native language to determine LAB-R eligibility. The Spanish LAB-R is administered by Ms. Lina Asca, Spanish Teacher to eligible students as determined by the steps described above. Otherwise, ELL pedagogues administer the LAB-R to students' whose HLIS indicates any language other than English.

English Language Learners are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). The initial step is to determine student's eligibility by running and reviewing the RLER-LAT report. Secondly, the number of eligible students is aggregated by grade and program model (e.g. Self-Contained ESL and Pull-Out ESL). Lastly, a testing schedule is created detailing the date and time of each modality (e.g. Listening, Speaking, Reading and Writing) test within the appropriate testing window. The NYSESLAT results are annually reviewed to evaluate students' strengths and weaknesses, determine the most advantageous ESL program model for each student and map a curriculum targeting student needs.

Upon completing of the identification and registration process, guardians are escorted to the Parent Coordinator office, Ms. Judy Hurwitz in a mandatory orientation meeting to to inform the parents of all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) available in New York City without revealing available programs at Russell Sage JHS. In effort to encourage guardian participation, translation needs are surveyed and provided at the meeting to facilitate understanding and completion of all required forms. At this meeting, entitlement letters are distributed and guardians are asked to complete the Parent Survey and Program Selection form. If the guardians are unable to attend, an alternative date and time is arranged to accommodate their schedule. The orientation video and meeting are held within ten days of student enrollement. Russell Sage currently only offers Freestanding ESL for entitled students. Guardians who are interested in other instructional models according to the completed Parent Survey and Program Selection forms are informed and offered transfers to other schools who offer these services. Acceptance or rejection of

school transfers are recorded and filed.

The Parent Survey and Program Selection forms for the past few years show some interest in both Chinese Bilingual and Spanish Bilingual programs. However, the number of interested parents still falls below the city minimum to implement additional program models. Therefore, Russell Sage currently only offers Freestanding ESL for entitled students. Parent requests are aligned with the program model offered at Russell Sage

## Part III: ELL Demographics

### A. ELL Programs

**This school serves the following grades (includes ELLs and EPs)**  
Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

**This school offers (check all that apply):**

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							14	20	32					66
<b>Push-In</b>							7	5	12					24
<b>Total</b>	0	0	0	0	0	0	21	25	44	0	0	0	0	90

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	90	Newcomers (ELLs receiving service 0-3 years)	69	Special Education	19
SIFE	2	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	10

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	69	2	8	11	0	6	10	0	5	90
Total	69	2	8	11	0	6	10	0	5	90

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2	17	16					35
Chinese								4	9					13
Russian							3	5	9					17
Bengali							1							1
Urdu									2					2
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						2	4	7	9					22
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>10</b>	<b>33</b>	<b>45</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>90</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

The organization and program models depend on the students' English proficiency level determined by the NYSESLAT/LAB-R and their Individualized Educational Plans. The organization and program models depend on the students' English proficiency level determined by the NYSESLAT/LAB-R and their Individualized Educational Plans.

All content area instruction follows a departmentalized model (e.g. Mathematics, English Language Arts, Science, Social Studies, and Foreign Language) while ESL follows either a combination of self-contained and push-in model for ELLs or a pull-out model for ELL-SWDs.

Russell Sage Junior High School has a population of 1076 students. Ninety (90) are English Language Learners; sixty-six (66) students are in the sheltered ESL program, twenty-four (24) students are in one of the following learning environment; mainstreamed classroom, inclusive collaborative teaching, special education twelve to one (12:1) or special education twelve to one to one (12:1:1). The sheltered ESL program consists of two (2) classes, the seventh grade has twenty (20) students and the eighth grade has (32) students. One advanced mainstreamed student receives push-in services along with six (6) periods of English Language Arts instructions. As in previous years, the majority of English Language Learners at Russell Sage are newcomers with zero to three years of service. Six (6) of the eleven (11) students with four to six years of service and five (5) of the ten (10) students long-term are Special Education English Language Learners. Russell Sage's English Language Learners populations are as follows:

- Total of ninety (90) English Language Learners
- Sixty-nine (69) or 77% are newcomers with 0-3 years of service
- Eleven (11) or 12% has received 4-6 years of service
- Ten (10) of or 11% are long-term who has completed 6+ years of service
- Nineteen (19) or 21% are part-time and full-time Special Education students
- Two (2) or 2% are students with interrupted formal education (SIFE)

The data reveals that students are distributed relatively even across the overall proficiency levels. Twenty (20) or 22% of English Language Learners are beginners, thirty-three (33) or 37% are intermediate and thirty-seven (37) or 41% are advanced students. A similar distribution across proficiency levels is mirrored among the special education English Language Learners subgroup. Two (2) or 10% of the beginners, nine (9) or 27% of the intermediates and thirteen (13) or 35% of the advanced are students with individualized education plans (IEPs).

## A. Programming and Scheduling Information

All ELLs follow a block program, receiving scaffolded content instructions in English from content area licensed pedagogues. Likewise, ELLs-SWDs receive the same content instruction as their peers in either a ICT, 12:1, or 12:1:1 classroom setting. ELLs receive services in both self-contained heterogeneous block and push-in model, with a licensed ELL pedagogue providing additional support in ELA. ELL-SWDs are serviced following a homogenous ungraded, pull-out program model. The mandated number of instructional minutes for ESL and ELA are provided as per NYS CR Part 154 for all English Language Learners.

All English Language Learners from grades six to eight are grouped by language fluency and academic proficiency in the content areas. Differentiated instruction is delivered in both language and content areas according to the needs for each ELL subgroups. Reading and writing strategies are modeled and implemented to provide ELLs with the necessary language scaffold to close the academic gaps while providing ELLs support to meet grade performance standards in the content areas. ELLs are appropriately evaluated in their native language with the assistance of on-site and phone translation services.

SIFE students are afforded the same learning opportunities as other students. However, due to gaps in their education they are given additional guidance individually and in small groups. Furthermore their native language is incorporated whenever possible as a bridge to facilitate conceptual understanding in the content areas and to support progress in English acquisition.

The varying needs of beginner and intermediate newcomers and ELLs who are required to take the ELA state assessment are addressed in the differentiated instruction. Beginners and intermediates receive instruction in vocabulary development across the academic content areas, participating in total physical response activities to assist and move students along the stages of language acquisition. For instructional purposes, beginners are partnered according to their native languages to support the use of the primary language in learning English. It creates an educationally sound and safe environment for students to reinforce and build on social interaction skills.

The intermediate and advanced English Language Learners are heterogeneously grouped to facilitate cross-cultural knowledge and understanding and to develop all four modalities of the English language. Similarly, the language skills of intermediate and advanced English Language Learners are also utilized in pointing out overlapping cognates and false cognates in clarifying vocabulary meaning. Test taking strategies are integrated with TESOL reading and writing strategies to deliver systematic, interactive, high-challenge, high-support instructions for all students due to the NCLB testing requirements for ELLs. The instructional plan is for these ELLs to develop their academic vocabulary along with their academic writing, drawing heavily on concepts from the content areas.

ELLs receiving four (4) to six (6) years of service and long-term ELLs share the same instructional plan due to their common difficulties with reading and writing as opposed to listening and speaking. Therefore, students will continue to receive additional support in both reading and writing modalities from special education and TESOL pedagogues. Special education students have been and will be receiving instruction according to their IEPs while mainstreamed advanced students will continue to receive five (5) periods of ESL pull-out services in addition to English Language Arts. Long-term and those who risk falling into this category also share decreased level of motivation. Therefore, current events, project based learning and technology tools are used to motivate these students and continue to accelerate development of ELL read and writing in the content areas.

In effort provide all ELLs including ELL-SWDs access to academic content areas and accelerate English language development, pedagogues will continue to develop their academic vocabulary writing through interdisciplinary project based learning. Pedagogues will guide students to analyze and interpret non-fictional excerpts for meaning and comprehension. To extend the learning experience, students will be provided with writing prompts and constructive feedback as stepping stones to develop their own expository essays. Pedagogues will draw upon current events to raise students' global awareness and build upon their prior knowledge which will prepare them for the wide-scope of the NYSESLAT and ELA. Furthermore, instruction will incorporate appropriate TESOL reading and writing strategies to enhance comprehension skills. Project based learning will continue to motivate and engage students with real-life learning opportunities and to help them meet performance standards in reading and writing.

Technology is one tool used to provide curricular, instructional and scheduling flexibility within the least restrictive environment to meet the diverse needs of all ELLs, including ELL-SWDs. It will be integrated throughout the interdisciplinary project based learning and instruction. Students will utilize tools such as Web 2.0 to create educational web pages in a secured environment to allow students to showcase their published work and build their sense of achievement. In implementing additional technology programs such as PhotoStory

## A. Programming and Scheduling Information

and MovieMaker, students will have ample opportunities to maintain and further develop their listening and speaking skills in creating a multimedia end product such as slide show, video clips and short movies. In creating these multimedia projects, students will further develop their reading and writing skills by researching, editing and writing dialogues, interviews, and narratives.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Intervention for ELLs in math and ELA will be offered during the Title III Supplementary Instruction program, conducted twice a week for a total of three (3) hours every week. Attendance for ELLs who scored lower than a level 3 on either the NYS Math or ELA assessment will be highly recommended. Students will be grouped according to their needs so that pedagogues could provide effective intervention instructions.

ELLs who have reached proficiency on the NYSESLAT will be provided continued transitional support through testing accommodations such as extended time, translated test materials and native language glossary when available. Teachers will be aware of the status of previous ELL students in their classroom and will provide additional language support through the content areas.

Current programs and services for ELLs will continue for the upcoming year. New programs or improvements will be considered as needed for the upcoming school year.

ELLs are granted equal access to all school programs and instructional materials including technology. Since the majority of our ELL population is advanced students they are all placed in mainstreamed classrooms and experience the same quality of instructions and materials as students whose native language is English. Current ELLs are provided the same learning opportunities as their advanced and native English speaking counterparts, with licensed content teachers and the appropriate units of content and language instructions. Similar to mainstreamed students, many current ELLs and previous ELLs take advantage of after school programs offered through school, such as math club and Beacon program. Advanced ELLs are also provided the opportunity to take Spanish or French as a language elective equivalent to their peers. All ELLs participate in after school events and programs offered through Urban Advantage parallel to the mainstreamed students.

All English Language Learners are encouraged to further develop their primary language skills as they strive to acquire the English language. Reading, writing, speaking and listening in the native language is promoted in the classroom to serve as an accessible entry point for English Language Learners, particularly in learning concepts across academic areas. In content instruction, English is the dominant language of instruction supported by students' native language during group work to clarify meaning and understanding. Content instruction emphasizes academic vocabulary development in effort to make content comprehensible while supporting language development.

Students' prior knowledge is recognized, specifically their native language and when possible, translated texts are offered in assisting the cross-linguistic transference between the native language and English. In effort to draw upon the native language, bilingual glossaries based on content readings and vocabulary is created and implemented throughout the year. Instructional design and delivery takes students' native language into account as it is an invaluable resource.

## C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

#### **D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The training session will assist all pedagogues to maximize services for the cognitive and academic development for all English Language Learners.

Russell Sage personnel will continue to take advantage of these professional developments on the use of data and promoting academic language across content areas to prepare ELLs for NYS assessments throughout the academic year. Full-day professional development will take place in November and in June. Topics include training but not limited to access to SMARTBoard and Safari Montage, implementation of technology to develop all four modalities of language, specifically listening and speaking. Professional development in navigating SESIS will be provided to assist pedagogues in the assessment and tracking of student progress. Hour long professional development will be provided on the first Monday of the following months: October, November, December, January, February, March, April, and May. Topics include interdisciplinary planning and implementation of the Common Core standards to further develop academic vocabulary in the content area. Additional professional development opportunities will take place during forty-two (42) minute Lunch-and-Learn sessions on a needs-basis. Teachers of ELLs will continue to teach and learn instructional strategies from professional development provided by qualified specialists.

ELL personnel will be offered professional development in how to use and interpret data from tools such as ARIS and various state assessments, such as NYS Math, NYS ELA and the NYSESLAT along with Periodic Assessments. The know-how of navigating exam history, assessment reports and analysis will be the driving force behind instructional strategies and decisions for ELLs. The training will include practical application of data to assist ELLs' equal participation in literacy, mathematics and other core subject initiatives. These professional developments will occur in one-hour sessions once a month from January to May. In preparation for state assessments, an additional three-hour professional development will cover text-dependent questions and how to support students with disabilities and ELLs for middle school students

The professional development focus on data will enable the school to identify and address ELLs who are lacking the fundamental language and number sense skills to succeed in both reading and mathematics. Likewise, these basic skills predict and influence ELLs' success in other core subjects, such as Social Studies and Science. ELL personnel will be guided through the unique challenges ELLs encounter when acquiring academic vocabulary in the content area. Teachers will gain insights, practical scaffolds, and research-based strategies that may be implemented in the classroom to foster acquisition of academic English that can be used across the content domains.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

The needs of ELL parents are surveyed during the orientation meeting at the beginning of the academic year and periodically throughout the year. An invitation is extended to all ELL parents to take a decision making role in the education of their child from selecting a language program model to students' participation in after school programs. Meetings are planned specifically for the need of ELL parents, addressing common questions and concerns regarding service entitlement, understanding state assessments data and requirements and available resources. Translators are provided on-site and on the phone to encourage and facilitate parent participation in the school community. Additionally, informational flyers regarding school functions such as curriculum night and parent teacher conferences are sent out in multiple languages. The Parent Coordinator, Ms. Judy Hurwitz, is available to provide information regarding available services in and outside the school, such as adult ESL courses as per parents' requests. Lastly, parents receive emails of school related information. All efforts hope to communicate that school personnel are available to address parents' needs and to create a safe and engaging environment for the participation of all parents, specifically ELL parents.

There will be three, two-hour ELL Parent Meetings addressing the following topics and taking place on the following months; November – Overview of Academic School Year, March - NYS English and Mathematics Test and May - NYSESLAT.

# Part V: Assessment Analysis

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							5	5	10					20
Intermediate(I)							5	8	20					33
Advanced (A)							11	12	14					37
Total	0	0	0	0	0	0	21	25	44	0	0	0	0	90

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							1	1	3				
	I							3	5	9				
	A							8	12	19				
	P							6	3	6				
READING/ WRITING	B							3	2	9				
	I							4	8	20				
	A							11	11	8				

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>P</b>													

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	8			10
7	13	6	1		20
8	16	23	1		40
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6			3	4	4				11
7			8	13	4	3			28
8			12	17	12	6			47
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	9		20			15		2	46
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Russell Sage Junior High School has a population of 1076 students. Ninety (90) are English Language Learners; sixty-six (66) students are in the sheltered ESL program, twenty-four (24) students are in one of the following learning environment; mainstreamed classroom, inclusive collaborative teaching, special education twelve to one (12:1) or special education twelve to one to one (12:1:1). The sheltered ESL program consists of two (2) classes, the seventh grade has twenty (20) students and the eighth grade has (32) students. One advanced mainstreamed student receives push-in services along with six (6) periods of English Language Arts instructions. As in previous years, the majority of English Language Learners at Russell Sage are newcomers with zero to three years of service. Six (6) of the eleven (11) students with four to six years of service and five (5) of the ten (10) students long-term are Special Education English Language Learners. Russell Sage's English Language Learners populations are as follows:

- Total of ninety (90) English Language Learners
- Sixty-nine (69) or 77% are newcomers with 0-3 years of service
- Eleven (11) or 12% has received 4-6 years of service
- Ten (10) of or 11% are long-term who has completed 6+ years of service
- Nineteen (19) or 21% are part-time and full-time Special Education students
- Two (2) or 2% are students with interrupted formal education (SIFE)

The data reveals that students are distributed relatively even across the overall proficiency levels. Twenty (20) or 22% of English Language Learners are beginners, thirty-three (33) or 37% are intermediate and thirty-seven (37) or 41% are advanced students. A similar distribution across proficiency levels is mirrored among the special education English Language Learners subgroup. Two (2) or 10% of the beginners, nine (9) or 27% of the intermediates and thirteen (13) or 35% of the advanced are students with individualized education plans (IEPs).

Russell Sage will continue to evaluate the success of our ELL programs based on student progress.

Based on the critical analysis of formal assessment data, beginning and low intermediate students performed relatively low in the listening and speaking modalities where as high intermediate students performed were proficient in listening and speaking but scored low in reading and writing modalities. Instructional decisions and plans are determined based on these findings, starting with the leveled grouping based on target skills. The instructional focus for beginning and low intermediate ELL is to build phonemic awareness and basic vocabulary words in English, develop clear and cohesive sentence writing skills and sharing learning and experience through oral presentation. The instructional focus for high intermediate and advanced ELLs is to build academic language in promoting reading comprehension and to integrate content learning in developing complex sentences and essays. Item analysis revealed that long term ELLs and special education ELLs share the same needs and intervention services as intermediate and advanced students. Therefore similar services will be provided in addition to the other mandated services and accommodations as outlined by the Individual Education Plans.

### Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

## Part VI: LAP Assurances

<b>School Name: <u>RUSSELL SAGE JHS</u></b>		<b>School DBN: <u>28Q190</u></b>	
<b>Signatures of LAP team members certify that the information provided is accurate.</b>			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
MARILYN GRANT	Principal		1/18/13
JOSEPHINE AULICINO	Assistant Principal		1/18/13
JUDY HURWITZ	Parent Coordinator		1/18/13
JEAN KIM CAROL TONG	ESL Teacher		1/18/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
LAURA ISAIA-LUFF	Guidance Counselor		1/18/13
DANIEL PURIS	Network Leader		1/18/13
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

*Requirement under Chancellor's Regulations – for all schools*

DBN: 28Q190 School Name: Russell Sage Junior High School

Cluster: 208 Network: CFN

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Adult Preferred Language Report (RAPL) and the Home Language Report (RHLA) are generated to assess the school's written translation and oral interpretation needs. The primary language spoken by the parent is determined and recorded in the ATS upon student enrollment. If this language is not English, the Home Language Identification Survey is administered in the parents' native language and recorded in the ATS. The school's written translation and oral interpretation needs are maintained and updated with information provided by students' emergency cards. These procedures provide Limited English Speaking parents equal access to programs and services, allowing all parents to participate meaningfully in their child's education.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The majority of Russell Sage parent population is English speaking (45%), Spanish speaking (17.5%), Chinese (13.2%), Russian (11.4%), Hindi (2.3%), Arabic (1.2%), Japanese (1.6%), Bengali (1.5%), Urdu (1.1%), and Korean (1%). The Department of Education Translation and Interpretation Unit provides language services to the school's non-English proficient families. These findings are shared with personnel within the school community, such as the Parent Coordinator.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school has and will continue to provide oral interpretation services both in school and over the phone at,

- Registration
- Parent Teacher Conference
- ELL Parent Meeting
- IEP Meeting
- One-on-one meeting with staff members upon requests

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The school has and will continue to provide written translation services pertinent to students' education which includes but is not limited to,

- Bill of Parent Rights and Responsibilities
- Discipline Code
- Meeting Notices
- School Letters
- Report Cards

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Oral interpretation and written translation services are provided by a combination of sources dependent on the language

- DOE Translation and Interpretation Unit
- In-house School Staff
- Outside Vendors

The availability of interpretation services are posted on translated signs in the most prominent languages in the school building to promote and ensure accessibility for all parents. Parents' translation needs are assessed and provided on an individualized basis in addition to existing services. Parent involvement is encouraged and supported by the translation services available at Russell Sage.



## Title III LEP Plan Review Form 2012-13

Senior ELL CPS/Reviewer: Olga De Filippis

Borough: Queens District: 28 School Number: 190 School Name: IThe Russel Sage School  
 Cluster Leader: Despia Zaharakis Network Leader: Dan Purus Title I Schoolwide Plan (Conceptual Consolidation?)  
no

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
<b>Title III supplemental services for ELLs</b> Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
<b>Professional Development</b> High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
<b>Parent Activities</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
<b>Budget</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA (Title I SWP)	<input type="checkbox"/> No <input type="checkbox"/> NA (Title I SWP) Comments:
Approved? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Date: 1/4/2013      Senior ELL CPS: Olga De Filippis  Additional Comments:		